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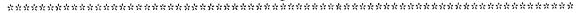
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ABSTRACT

A study was conducted at Miami-Dade Community College, in Florida, to examine ethnic enrollment patterns in English as a Second Language (ESL) and English for Non-Native Speakers (ENS) courses from fall 1988 to fall 1994. Study findings included the following: (1) college-wide enrollment during the period declined 9.1% for White non-Hispanic students, increased 5.7% for Black non-Hispanics, and increased 4% for Hispanics; (2) with respect to the courses under study, enrollment in ENS courses was consistently higher than ESL courses; (3) the ethnic distribution within ESL courses for fall term 1988 was 4.7% White non-Hispanic, 3.6% Black non-Hispanic, and 90.2% Hispanic; (4) by fall 1994, this had shifted to 3% White non-Hispanic, 7.1% Black non-Hispanic, and 89.1% Hispanic; (5) within ENS courses, the ethnic distribution in 1988 was 5.8% White non-Hispanic, 5.3% Black non-Hispanic, and 85% Hispanic; and (6) by fall 1994, this distribution had shifted to 4.1% White non-Hispanic, 14.3% Black non-Hispanic, and 79.3% Hispanic. Findings for the college's North, Kendall, and Wolfson campuses are included. Appendixes provide data tables showing summaries and annual figures of ethnic enrollment by campus and for the college as a whole, as well as ESL and ENS enrollment for fall 1988, 1990, 1992, and 1994. (TGI)

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ETHNIC ENROLLMENT IN SECOND LANGUAGE COURSES (ESL/ENS) FALL TERMS 1988 AND 1994

Research Report No. 95-09R

July 1995

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Research Report No. 95-09R

July 1995

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ETHNIC ENROLLMENT IN SECOND LANGUAGE COURSES (ESL/ENS) FALL TERMS 1988 AND 1994

Summary

Data presented in this report indicate that, between Fall Term 1988 and Fall Term 1994, there was a decrease in the proportion of White non-Hispanic students at Miami-Dade. This was accompanied by increases in the Black non-Hispanic proportion at North and Medical Center Campuses, and the Hispanic proportion at Kendall and the Homestead Campuses. Focusing on enrollment in second language courses, the percent of White non-Hispanic and Black non-Hispanic students who enroll in ESL remained at or below one percent between 1988 and 1994. The percent enrolled in ENS was slightly higher and increased to 4.5% for Black non-Hispanics in the Fall Term of 1994. ESL and ENS enrollment is highest among Hispanic students, 2.7% and 9.6%, although the percentage has been decreasing.

Taken together, the increase in the Black non-Hispanic proportion of the total enrollment, the increase in the percent of Black non-Hispanic students who enroll in ENS, and the decrease in the percent of Hispanic students who enroll in ESL/ENS, has resulted in shifts i.. the ethnic distribution of students within ESL/ENS courses. In the Fall Term 1994, 14.3% of ENS enrollees were Black non-Hispanic, compared to 5.3% in 1988. Conversely, the Hispanic proportion of ENS enrollees dropped from 85% in 1988 to 79% in 1994.



Introduction

This report examines ethnic enrollment patterns in English as a Second Language (ESL) and English for Non-Native Speakers (ENS) courses at Miami-Dade Community College. The data provide an alternate perspective on findings from a previous report (Vorp, 1991) which examined acculturation at M-DCC. One conclusion from the 1991 report was that from Fall Term 1981 through Fall Term 1991, the percentage of Hispanic students who reported English as their primary language increased, while the percentage of Black non-Hispanic students who reported English as their primary language decreased. The present report provides another perspective by examining changes in the percentage of students within ethnic groups who enrolled in ESL and ENS courses in Fall Term 1988 compared to Fall Term 1994, and changes in the ethnic distribution within the ESL/ENS courses.

Major findings are summarized in Tables 1 through 3. Tables giving further details of the ethnic distribution of M-DCC students college-wide and at the campuses are presented in Appendix I, along with ESL/ENS enrollments within ethnic groups, and the ethnic distributions within ESL/ENS courses. Descriptions of the data contained in those tables are also in Appendix I.



Results

Shifts in Overall Ethnic Proportions

Table 1 shows the college-wide and campus ethnic distributions of the three largest ethnic groups at Miami-Dade Community College.

College-wide, the Fall Term 1988 to Fall Term 1994 enrollment by ethnicity figures show a nine percentage point decrease in the White non-Hispanic proportion from 27.7% in Fall Term 1988 to 18.6% in 1994. There is a corresponding increase in the Black non-Hispanic and Hispanic proportions. However, the college-wide changes are the results of differing patterns at the individual campuses.

At the North Campus, there was a ten percentage point decrease in White non-Hispanic students from Fall Term 1988 to 1994, with the corresponding increase almost entirely among Black non-Hispanic students, from 30.5% to 40.0%.

At the **Kendall Campus**, there was a thirteen percentage point decrease in White non-Hispanic students, from 34.7% in Fall Term 1988 to 22.0% in Fall Term 1994. The accompanying increase was primarily among Hispanic students, from 56.3% to 67.3%.

The ethnic distribution of students at the **Wolfson Campus** remained relatively stable from Fall Term 1988 to Fall Term 1994.



The ethnic distribution at the Medical Center Campus shows a ten percentage point decrease in White non-Hispanic students and, like North Campus, an increase primarily in the Black non-Hispanic proportion (Fall Term 1988 = 28.4%; Fall Term 1994 = 38.1%).

Data on the ethnic distribution of students at the Homestead Campus were not available until Fall Term 1990, so this is used as the historical comparison year. Over the next four years, the change in the Fall Term ethnic mix at Homestead Campus was larger than the eight year changes at the other campuses. An eighteen percentage point decrease of White non-Hispanics occurred which was accompanied by a fifteen percentage point increase in Hispanics.

ESL/ENS Enrollment Within Ethnic Groups

Summaries of data on the ESL/ENS enrollments within ethnic groups are presented in Table 2. Summary descriptions are given below for the North, Kendall, and Wolfson Campuses. Medical Center Campus and Homestead Campus summary descriptions are omitted due to the small number of students enrolled in ESL/ENS courses and the sensitivity of the percentages to changes in small numbers.

College-wide, and across ethnic groups, the percent enrolled in ENS courses was consistently higher than the percent enrolled in ESL courses. These results are consistent with two earlier Institutional Research Information Capsules (Brann, 1993; Brann, 1994) Within ethnic groups, the percentage of White Non-Hispanic students registered for ESL and ENS courses remained consistently low from Fall Term 1988 to Fall Term 1994.



Although the Acculturation Report found an increasing percentage of Black Non-Hispanic students with a second language other than English, the effect on the college-wide percentage of Black non-Hispanic students who register for ESL/ENS courses in a given term appear minimal. The percent of Black non-Hispanic students enrolled in ESL remained low during both Fall Term 1988 (0.6%) and Fall Term 1994 (0.6%). The percent of Black non-Hispanic students enrolled in ENS was slightly higher, however, and increased from 2.0% in Fall Term 1988 to 4.5% in Fall Term 1994.

The increase in the percent of Hispanic students who claim English as a native language noted in the Acculturation Report (Vorp, 1991) was reflected primarily in a small decrease in ESL enrollment among Hispanic students (Fall Term 1988 = 4.2%; Fall Term 1994 = 2.7%). However, Hispanics had the highest percentage of students enrolled in both ESL and ENS courses of any ethnic group.

At the **North Campus,** the percent of White non-Hispanic students who enrolled in ESL courses remained low during the periods covered. The percent of Black non-Hispanic students who enrolled in ESL courses was also low and stable. There was an increase in the percent of Black non-Hispanic students enrolled in ENS courses, from 2.1% in the Fall Term of 1988 to 5.1% in the Fall Term of 1994. This was also true for Hispanic students in ENS, from 7.7% to 10.4%.

At the **Kendall Campus**, the percent of White non-Hispanic students and Black non-Hispanic students enrolled in ESL and ENS courses was low and remained at less than or equal to one percent. The percent of Hispanic students enrolled in ESL courses remained

slightly over one percent. The highest percentages were among Hispanic students enrolled in ENS courses, 7.0% for the Fall Term 1988 and 6.1% for the Fall Term 1994.

The highest percentages of students enrolled in ESL and ENS courses were at the Wolfson Campus. This was true across all ethnic groups and was highest among Hispanic students. In Fall Term 1988, 19.0% of Hispanic students enrolled in ENS courses and 9.6% enrolled in ESL courses. Differences in ESL/ENS enrollments between ethnic groups were lower in Fall Term 1994 after decreases in the percentage of Hispanic students enrolled in both ESL and ENS courses. There were also increases in the percent of ENS enrollments among White non-Hispanic students (to 4.8%) and Black non-Hispanic students (to 5.8%) which reduced the between-ethnic-group differences.

The Ethnic Mix Within ESL and ENS Courses

The final summary in Table 3 shows the overall effects on ESL and ENS ethnic proportions as a result of the shifts in ethnic proportions among the overall enrollment, and the shifts in the proportion of each ethnic group that enrolled in ESL or ENS courses.

College-wide, the ethnic distribution within ESL courses was 4.7% White non-Hispanic, 3.6% Black non-Hispanic, and 90.2% Hispanic in Fall Term 1988. This shifted to 3.0% White non-Hispanic, 7.1% Black non-Hispanic, and 89.1% Hispanic in Fall Term 1994. The college-wide ethnic distribution within ENS courses in 1988 was 5.8% White non-Hispanic, 5.3% Black non-Hispanic, and 85.0% Hispanic. In Fall Term 1994 the distribution shifted to 4.1% White non-Hispanic, 14.3% Black non-Hispanic, and 79.3% Hispanic in Fall Term 1994.



Analysis of these changes using the previous two tables reveals that the small decrease in the White non-Hispanic proportion of ESL students was the result of a lower White non-Hispanic proportion of the total M-DCC enrollment (Table 1) even though a consistent percentage of these students enrolled in ESL (Table 2). Similarly, the increase in the Black non-Hispanic proportion of ESL students was due to an increase in their proportion of the total M-DCC enrollment (Table 1) with a consistent percent enrolled in ESL (Table 2). By contrast, when the Hispanic proportion of college-wide enrollment increased (Table 1), the increase was approximately balanced out by a decrease in the percent of Hispanic students who enrolled in ESL (Table 2). The net result is that the Hispanic proportion of ESL students remained relatively stable, 90.2% in the Fall Term 1988 and 89.1% in the Fall Term 1994.

The ethnic mix within ENS courses showed similar changes. The overall decrease in the White non-Hispanic proportion at M-DCC (Table 1), and the consistently low percent of White non-Hispanics enrolled in ENS courses (Table 2) resulted in a slight decrease in the White non-Hispanic proportion of ENS enrollees, 5.8% in the Fall Term 1988 versus 4.1% in the Fall Term 1994. The Black non-Hispanic proportion of ENS enrollees increased more than the ESL courses due to increases in both the Black non-Hispanic proportion of the total M-DCC enrollment (Table 1) and to the increase in the percent of Black non-Hispanic students enrolled in ENS (Table 2). The Hispanic proportion of ENS students decreased from 85.0% in the Fall Term 1988 to 79.3% in the Fall Term 1994. This decrease occurred even with the increase in the Hispanic proportion of the college-wide enrollment (Table 1) and the stable percentage of Hispanic students who



enrolled in ENS (Table 2). The effect was primarily due to the larger proportional increase in Black non-Hispanic students.

Campus Details of the Mix Within ESL/ENS Courses

This final section gives a detailed analysis of the changes in the ethnic mix in these courses for North, Kendall, and Wolfson Campuses.

North Campus

At the North Campus, the ethnic proportions among ESL students shifted from 4.2% White Non-Hispanic, 9.2% Black Non-Hispanic, and 83.2% Hispanic in the Fall Term 1988 to 1.6% White Non-Hispanic, 15.1% Black non-Hispanic, and 81.3% Hispanic in the Fall Term 1994. The ethnic proportions among ENS students at the North Campus shifted from 5.4% White Non-Hispanic, 14.3% Black Non-Hispanic, and 73.7% Hispanic in Fall Term 1988 to 2.7% White Non-Hispanic, 28.9% Black Non-Hispanic and 64.9% Hispanic in Fall Term 1994.

The decrease in the White non-Hispanic proportion from 4.2% in Fall Term 1988 to 1.6% in Fall Term 1994 was primarily due to the decrease in the White non-Hispanic proportion of the total North Campus enrollment (Table 1), with the percent of White non-Hispanic students enrolled in ESL remaining constant (Table 2). Likewise, the increase in the Black non-Hispanic proportion of the ESL enrollments from 9.2% in Fall Term 1988 to 15.1% in Fall Term 1994 was primarily due to an increase in the Black non-Hispanic proportion of the North Campus enrollment (Table 1), with a consistent percent of Black

non-Hispanic students enrolled in ESL courses (Table 2). The Hispanic proportion of ESL students at the North Campus remained relatively stable, 83.2% in Fall Term 1988 and 81.3% in Fall Term 1994, due to a slight increase in the Hispanic proportion of the North Campus students (Table 1) and a slight decrease in the percent of North Campus Hispanic students enrolled in ENS (Table 2). It should also be noted from the detail tables, that the overall decrease in both the percent of North Campus Hispanic students who enroll in ESL (2a) and the Hispanic proportion of North Campus ESL students (2b), actually occurred between Fall Term 1992 and Fall Term 1994, reversing the pattern observed in the prior years.

As with the ESL ethnic distribution, the overall decrease in the White non-Hispanic proportion of North Campus students (Table 1), and stable percentage of the White non-Hispanic students enrolled in ENS (Table 2) resulted in a decrease in the White non-Hispanic proportion of North Campus ENS students, 5.4% in Fall Term 1988 to 2.7% in Fall Term 1994. Due to both the increase in the Black non-Hispanic proportion of the North Campus students (Table 1) and the increase in the percent of Black non-Hispanic students who enroll in ENS courses (Table 2), the Black non-Hispanic proportion of the ENS students increased from 14.3% in Fall Term 1988 to 28.9% in Fall Term 1994. The Hispanic proportion of the North Campus ENS enrollments decreased from 73.7% in Fall Term 1988 to 64.9% in Fall Term 1994, in spite of slight increases in the Hispanic proportion of the North Campus enrollment (Table 1) and in the percent of North Campus Hispanic students enrolled in ENS (Table 2). The decrease in the Hispanic proportion of ENS students at the North Campus was due to the larger proportional increase in Black non-Hispanic ENS students.



Kendall Campus

At the **Kendall Campus**, the ethnic proportions among ESL students shifted from 5.1% White Non-Hispanic, 0.0% Black Non-Hispanic, and 91.1% Hispanic in Fall Term 1988 to 1.8% White Non-Hispanic, 1.4% Black non-Hispanic, and 95.9% Hispanic in Fall Term 1994. In ENS courses, the ethnic proportions shifted from 8.6% White Non-Hispanic, 1.0% Black Non-Hispanic, and 83.9% Hispanic in Fall Term 1988 to 3.9% White Non-Hispanic, 1.9% Black non-Hispanic, and 90.6% Hispanic in Fall Term 1994. The direction of the shifts in the ethnic distribution in ESL and ENS followed the same general patterns as those of the total Kendall Campus enrollment (Table 1), due to little change in the percentage within ethnic groups who enrolled in ESL/ENS courses (Table 2).

The White non-Hispanic proportion of the Kendall Campus ESL enrollment decreased from 5.1% in Fall Term 1988 to 1.8% in Fall Term 1994. The Black non-Hispanic proportion of the ESL enrollment increased from 0.0% in Fall Term 1988 to 1.4% in Fall Term 1994. The Hispanic proportion of the ESL enrollment increased from 91.1% in Fall Term 1988 to 95.9% in Fall Term 1994.

Within ENS course enrollments, the White non-Hispanic proportion decreased from 8.6% in Fall Term 1988 to 3.9% in Fall Term 1994. The Black non-Hispanic proportion of the ENS enrollment increased from 1.0% in Fall Term 1988 to 1.9% in Fall Term 1994, and the Hispanic proportion of the ENS enrollment increased from 83.9% in Fall Term 1988 to 90.6% in Fall Term 1994.

Wolfson Campus

At the **Wolfson Campus**, the ethnic proportions among ESL students shifted from 4.7% White Non-Hispanic, 2.8% Black Non-Hispanic, and 92.5% Hispanic in Fall Term 1988 to 4.2% White Non-Hispanic, 5.5% Black non-Hispanic, and 89.9% Hispanic in Fall Term 1994. The ethnic distribution within ENS courses shifted from 4.0% White non-Hispanic, 4.0 Black non-Hispanic, and 91.3% Hispanic shifted to 5.4% White non-Hispanic, 7.3% Black non-Hispanic, and 86.6% Hispanic.

The White poil-Hispanic proportion of Wolfson Campus ESL students was relatively stable, 4.7% in Fall Term 1988 and 4.2% in Fall Term 1994. The Black non-Hispanic proportion of ESL enrollments increased from 2.8% in Fall Term 1994 to 5.5% in Fall Term 1994, primarily due to the increase in the Black non-Hispanic proportion of the total enrollment (Table 1), rather than a change in the percent of Black non-Hispanic students who enrolled in ESL (Table 2). The Hispanic proportion of the Wolfson Campus ESL enrollments decreased slightly, from 92.5% in Fall Term 1988 to 89.9% in Fall Term 1994 and was primarily due to a decrease in the percent of Hispanic students who enrolled in ESL courses (Table 2) rather than a change in the Hispanic proportion of the Wolfson Campus enrollment (Table 1).

The increase in the White non-Hispanic proportion of the ENS enrollments from 4.0% in Fall Term 1998 to 5.4% in Fall Term 1994 was the result of the increase in the percent of White non-Hispanic students who enrolled in ENS (Table 2), since the overall proportion of White non-Hispanic students among the total Wolfson Campus enrollments decreased (Table 1). The slightly larger increase in the Black non-Hispanic proportion of



ENS students was due to both an increase in the overall Black non-Hispanic proportion of Wolfson Campus students (Table 1) and to the increase in the percent of Black non-Hispanic students enrolled in ENS courses (Table 2). The decrease in the Hispanic proportion of ENS students from 91.3% in Fall Term 1988 to 86.6% in Fall Term 1994 can be attributed primarily to the decrease in the percent of Wolfson Campus Hispanic students who enroll in ENS (Table 2), although there was also a slight decrease in the Hispanic proportion of the total Wolfson Campus enrollment (Table 1).



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Table 1
Summary of Total Enrollment
by Campus, and Ethnic
Closing Fall Terms 1988 and 1994

							Сап	Campus				
	College-Wide	e-Wide	No	rth	Ken	dall	Wolf	Son	Medical	Center	Home	tead*
	88-1	94-1	88-1	94-1	88-1	94-1	88-1	94.1	88-1	94.1	90.1	94.1
Enrollment	43,363 55,320	55,320	13,015	16,245	18,678	20,857	8,736	12,342	2,934	4,438	1,353	1,438
Percent White Non-Hispanic	27.7% 18.6%	18.6%	23.3%	13.7%	34.7%	22.0%	17.6%	14.6%	33.0%	23.7%	59.3%	41.4%
Percent Black Non-Hispanic	16.3%	22.0%	30.5% 40.0%	40.0%	6.1% 8.2%	8.2%	13.0% 16.3%	16.3%	28.4% 38.1%	38.1%	15.1% 17.8%	17.8%
Percent Hispanic	53.5%	57.5%	43.6%	44.5%	56.3%	67.3%	68.1%	67.8%	36.2%	36.1%	23.4%	38.5%
			3000									

*Homestead Campus was not designated as a separate campus until 1990. 1990-1 figures for Homestead Campus are not included in 1988-1 College-Wide totals.

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Summary of English As A Second Language (ESL) and English for Non-Native Speakers (ENS) Enrollment by Campus, and Ethnic Closing Fall Terms 1988 and 1994

94-1 88 White Non225 6,4 0.2,2% 0.2 1.4% 1.2 Black Non- 5,505 1,1 1,16% 0.0 1,505 1,1 Hispa 7,232 10,3 2,8% 1.5	=	- T	1000	න ද	Campus			=	
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6,505 1,142 1,706 1,138 2,013 832 1,690 204 0.6% 0.0% 0.2% 1.5% 1.4% 0.0% 0.0% 0.0% 5.1% 0.8% 1.1% 4.3% 5.8% 0.0% 4.7% 0.0% Hispanic 7,232 10,517 14,031 5,950 8,365 1,063 1,604 316 2.8% 1.9% 1.5% 9.6% 5.4% 0.0% 0.0% 0.0% 10.4% 7.0% 6.1% 19.0% 16.5% 0.0% 3.4% 0.0%		Black I	Non-Hispanic						
0.6% 0.0% 0.2% 1.5% 1.4% 0.0% 0.0% 0.0% 5.1% 0.8% 1.1% 4.3% 5.8% 0.0% 4.7% 0.0% Hispanic 7,232 10,517 14,031 5,950 8,365 1,063 1,604 316 2.8% 1.9% 1.5% 9.6% 5.4% 0.0% 0.0% 0.0% 10.4% 7.0% 6.1% 19.0% 16.5% 0.0% 3.4% 0.0%	12,170				l	832	1,690	204	256
5.1% 0.8% 1.1% 4.3% 5.8% 0.0% 4.7% 0.0% Hispanic 7,232 10,517 14,031 5,950 8,365 1,063 1,604 316 2.8% 1.9% 1.5% 9.6% 5.4% 0.0% 0.0% 0.0% 10.4% 7.0% 6.1% 19.0% 16.5% 0.0% 3.4% 0.0%	%9 :0					0.0%	% 0:0	% 0:0	0.0%
Hispanic 7,232 10,517 14,031 5,950 8,365 1,063 1,604 316 2.8% 1.9% 1.5% 9.6% 5.4% 0.0% 0.0% 0.0% 10.4% 7.0% 6.1% 19.0% 16.5% 0.0% 3.4% 0.0%	4.5%	ı	Ì		l	0.0%	4.7%	0.0%	0.0%
7,232 10,517 14,031 5,950 8,365 1,063 1,604 316 2.8% 1.9% 1.5% 9.6% 5.4% 0.0% 0.0% 0.0% 10.4% 7.0% 6.1% 19.0% 16.5% 0.0% 3.4% 0.0%		#	ispanic						
2.8% 1.9% 1.5% 9.6% 5.4% 0.0% 0.0% 0.0% 10.4% 7.0% 6.1% 19.0% 16.5% 0.0% 3.4% 0.0%	23,207 31,786	7,232	İ			1,063	1,604	316	554
10.4% 7.0% 6.1% 19.0% 16.5% 0.0% 3.4% 0.0%	2.7%	2.8%				0.0%	% 0:0	0.0%	0.0%
	%9 :6	10.4%	1			0.0%	3.4%	0.0%	0.0%

*Homestead Campus was not designated as a separate campus until 1990. 1990.1 figures for Homestead Campus are not included in 1966.1 College-Wide totals.

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Table 3
Summary of English As A Second Language (ESL) and
English for Non-Native Speakers (ENS)
Enrollment by Campus, and Ethnic
Closing Fall Terms 1988 and 1994

							Campus	snd				
	Colleg	College-Wide	North	ıtı	Ken	dail	Wolf	son	Medical Center	Center	Homes	Homestead *
	1-88	94.1	88.1	94.1	88-1 94	94.1	88.1	94-1	88-1	94.1	99:1	94.1
Enrollment in ESL	1,069	878	238	252	214	220	617	909	0	0	0	0
Percent White Non-Hispanic	4.7%	3.0%	4.2%	1.6%	5.1%	1.8%	4.7%	4.2%	% 0:0	0.0%	0.0%	0.0%
Percent Black Non-Hispanic	3.6%	7.1%	9.2%	15.1%	% 0.0	1.4%	2.8%	5.5%	% 0.0	%0.0 %0.0	0.0%	0.0% 0.0%
Percent Hispanic	90.2%	89.1%	83.2%	83.2% 81.3%	91.1%	91.1% 95.9%	92.5%	92.5% 89.9%	0.0%	0.0%	0.0%	%0°0
Enrollment in ENS	2,706	3,832	594	1,156	874	943	1,238	1,594	0	139	0	0
Percent White Non-Hispanic	5.8%	4.1%	5.4%	2.7%	8.6%	3.9%	4.0%	5.4%	0.0%	3.6%	0.0%	0.0%
Percent Black Non-Hispanic	5.3%	14.3%	14.3%	28.9%	1.0%	1.9%	4.0%	7.3%	0.0%	57.6%	0.0%	0.0%
Percent Hispanic	85.0%	79.3%	73.7%	64.9%	83.9%	%9 .06	91.3%	86.6%	0.0%	38.8%	0.0%	0.0%

*Homestead Campus was not designated as a separate campus until 1990. 1990-1 figures for Homestead Campus are not included in 1988-1 College-Wide totals.

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Appendix I

The tables below give detailed information from which this report was developed. College-wide data and individual campus data are given on total M-DCC enrollments among ethnic groups and ESL/ENS enrollments among ethnic groups during alternate fall terms (Fall Term 1988, Fall Term 1990, Fall Term 1992, and Fall Term 1994). Data are also presented to show the effect of this trend on the ethnic distribution within ESL and ENS courses compared to the ethnic distribution among the total enrollment at M-DCC. All data were obtained from M-DCC's Fall Term Student Data Base files.

Tables 1a through 6b provide college-wide data and individual campus data for: total Fall Term enrollment (column A), Fall Term enrollment by student ethnic group (column B), the percent of the total Fall Term enrollment for each ethnic group (column C), the percentage point change over the two year period in the percent of the Fall Term enrollment for each ethnic groups (column D).

In addition to the above, the "a" Tables (1a, 2a, etc.) show: the number of students from each ethnic group enrolled in ESL (column E); the percent of students from each ethnic group enrolled in ESL (column F); the percentage point change over the two year period in the percent of students from each ethnic group enrolled in ESL (column G); the number of students from each ethnic group enrolled in ENS (column H); the percent of students from each ethnic group enrolled in ENS (column I); the percentage point change over the two year period in the percent of students from each ethnic group enrolled in ENS (column J).



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The "b" Tables (1b, 2b, etc.) contain the same information in columns "A" through "D" but in columns "E" through "L" list: the total number of students enrolled in ESL (column E); the total number of students from each ethnic group enrolled in ESL (column F); the percent of the total students enrolled in ESL for each ethnic group (column G); the percentage point change over the two year period in the percent of the total students enrolled in ESL for each ethnic group (column H); the total number of students enrolled in ENS (column I); the number of students from each ethnic group enrolled in ENS (column J); the percent of the total students enrolled in ENS for each ethnic group (column K); the percentage point change over the two year period in the percent of the total students enrolled in ENS for each ethnic group (column L).

The reader is encouraged to call Ron Vorp at 7-7481 for questions about these tables.

Table 1a

English As A Second Languge (ESL) and English for Non-Native Speakers (ENS) Enrollment by Campus, by Ethnic, and by Term Closing Fall Terms 1988, 1990, 1992 and 1994

College-Wide

					200.00						
			Total E	Total Enrollment		Ethnic	Ethnic Enrollment in ESI	n ESL	Februs	Carollanous	Calc
		3	8	3	3	(E)	į			Cumic Enrollment in ENS	
		•	į	Dorcone	<u> </u>	ij	€	9	€	=	3
		Takel		ימונפון			Percent of			Percent of	•
	:	1019	lotal	t 5	Percentage	Ethnic	Ethnic	Percentane	Ftheir	Ethnio	D
	ie L	Student	Ethnic	Total	Point	Enrollment	Forolled	Doint	בייוווגר	ביווווני	rercentage
Ethnicity	Terms	Enrollment	Enrollment	Enrollment	Change	in ESL	in F.S.	Channe		Enrolled in	Point
White Non-Hispanic	88.1	43,363	12,020	27.7%		50	7 7 6	9	EN2	ENS.	Change
	90.1	5.4 5.26	13 204	24.4%	c	9 .	X		15/	1.3%	
		04,00	107/01	R + + 7	£.£	4	0.3%	0.1	206	1.5%	+0.2
	97:1	56,114	10,991	19.6%	4.8	46	0.4%	+0.1	150	1.7%	; c
and or any a substant management of the substant of the substa	94.1	55,320	10,264	18.6%	.1.0	29	0.3%	-	160	7 + - •	7.O.
Black Non-Hispanic	88·1	43,363	7,085	16.3%		90	300	5	601	7C.1	+0.2
	00.1	EA 626	7400	2 6		e e	0.0%		143	2.0%	
	.00	04,320	10,046	18.4 %	+2.1	49	0.5%	·0.1	245	2.4%	+04
	9Z·1	56,114	12,123	21.6%	+3.2	47	0.4%	0.1	493	416	
	94.1	55,320	12,170	22.0%	+0.4	69	%9 ′0	+0.2	548	Z - Z	D
Hispanic	88·1	43,363	23,207	53.5%		964	A 2 K		040	4.0%	+0.4
	90.1	54 576	00000	30	•	5	# 7·+		2,301	8.0% 6.0%	
		04,320	29,930	24.8%	+1.4	1,162	3.9%	.0.3	3,084	10.3%	+04
	1· Z 6	56,114	31,755	56.6%	+1.7	1,00,1	3.2%	.0.7	3.175	10.0%	r c
	94.1	55,320	31,786	57.5%	+0.9	871	27%	V O.	. 050 6	7 0.0.	c .o.
Asian/Pacific Islander	88·1	43,363	986	2.3%		16	1 64	5	0,000	9.0%	0.4
	1.06	54,526	1,148	2.1%	٠٥.	2 5	8 • • • • • • • • • • • • • • • • • • •	1	701	10.3%	
	92.1	56 114	1 170	: a	7.0	2	<u>*</u>	÷.U.5	114	3.6%	0.4
	- ,	t (00	0/1/1	4. 1.2	0.U+	9	0.5%	.0.6	107	9.1%	œ
	24.1	55,320	1,039	1.9%	.0.2	6	0.9%	+0.4	88	36.8	9 6
American Indian/Alaskan	88 1	43,363	65	0.1%		0	% 0 0		6	¥0.0	0.0
	90.1	54.526	82	J 24	0			,	2	4.0%	
	42.1	56 114	67 67	7 7 0	0.0	>	1 0.0	+ 0.0	2	2.4%	.2.2
	. 70	1 000	6 3	R .	0.U+	0	% 0.0	+ 0.0	-	1.5%	6.0
		025,32U	61	0.1%	+0.0	0	0.0%	+0.0	0	3	
									,	6.0%	

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Table 2a

English As A Second Languge (ESL) and English for Non-Native Speakers (ENS) Enrollment by Campus, by Ethnic, and by Term

North Camous

Closing Fall Terms 1988, 1990, 1992 and 1994

				-	North Campus						
			Total Er	Total Enrollment		Ethnic	Ethnic Enrollment in ESI	n ESL	Ethnic	Ethnic Enrollment in ENS	n ENS
		3	(B)	9	(a)	Œ	E	9	€	8	3
				Percent			Percent of			Percent of	
		Total	Total	of	Percentage	Ethnic	Ethnic	Percentage	Ethnic	Ethnic	Percentage
	Fall	Student	Ethnic	Total	Point	Enrollment	Enrolled	Point	Enrollment	Enrolled in	Point
Ethnicity	Terms	Enrollment	Enrollment	Enrollment	Change	in ESL	in ESL	Change	in ENS	in ENS	Change
White Non-Hispanic	1-88	13,015	3,037	23.3%		10	0.3%		32	1.1%	
	1.06	16,033	3,076	19.2%	4.1	9	0.2%	. 0.1	. 41	1.3%	+0.3
	92.1	17,249	2,603	15.1%	4.1	7	0.3%	+0.1	28	1.1%	.0.3
	94:1	16,245	2,225	13.7%	.1.4	4	0.2%	.0.1	31	1.4%	+0.3
Black Non-Hispanic	1-88	13,015	3,973	30.5%		22	%9 .0		85	2.1%	
	1.06	16,033	5,529	34.5%	+4.0	20	0.4%	·0.2	142	2.6%	+0.4
	92.1	17,249	6,751	39.1%	+4.7	28	0.4%	+0.1	324	4.8%	+2.2
	9	16,245	6,505	40.0%	+ 0.9	38	0.6%	+0.2	334	5.1%	+0.3
Hispanic	1.88	13,015	5,677	43.6%		198	3.5%		438	7.7%	
	90-1	16,033	7,030	43.8%	+0.2	233	3.3%	.0.2	640	9.1%	+1.4
	92.1	17,249	7,513	43.6%	.0.3	297	4.0%	+0.6	724	9.6%	+0.5
	94.1	16,245	7,232	44.5%	+1.0	205	2.8%	-1.1	750	10.4%	+0.7
Asian/Pacific Islander	88.1	13,015	318	2.4%		83	2.5%		38	11.9%	
	90.1	16,033	388	2.4%	+0.0	7	1.8%	.0.7	99	14.4%	+2.5
	92.1	17,249	370	2.1%	-0.3	2	0.5%	.1.3	43	11.6%	.2.8
	94:1	16,245	717	1.7%	·0. 4	2	1.8%	+1.3	41	14.8%	+3.2
American Indian/Alaskan	88·1	13,015	10	0.1%		0	% 0:0		1	10.0%	
	90.1	16,033	10	0.1%	+0.0	0	% 0:0	+0.0	-	10.0%	+0.0
	92.1	17,249	12	0.1%	+0.0	0	% 0:0	+ 0.0	0	0.0%	.10.0
	94.1	16,245	9	0.0%	+0.0	0	0.0%	+0.0	0	0.0%	+0.0
										İ	



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Table 3a

English As A Second Languge (ESL) and English for Non-Rative Speakers (ENS) Closing Fall Terms 1988, 1990, 1992 and 1994 Enrollment by Campus, by Ethnic, and by Term

Kendall Campus

				5	ondina mana						
			Total E	Total Enrollment		Ethnic	Ethnic Enrollment in ESL	n ESL	Ethnic	Ethnic Enrollment in ENS	n ENS
		(Y)	<u>20</u>	<u>(</u>)	<u>a</u>	(E)	Œ	(9)	€	=	3
				Percent			Percent of			Percent of	
		Total	Total	of	Percentage	Ethnic	Ethnic	Percentage	Ethnic	Ethnic	Percentage
	Fall	Student	Ethnic	Total	Point	Enroliment	Enrolled	Point	Enrollment	Enrolled in	Point
Ethnicity	Terms	Enrollment	Enrollment	Enrollment	Change	in ESL	in ESL	Change	in ENS	in ENS	Change
White Non-Hispanic	88.1	18,678	6,478	34.7%		=	0.2%		75	1.2%	
	90.1	21,953	6,496	29.6%	5.1	7	0.1%	·0.1	22	%6.0	.0.3
	92.1	20,841	4,969	23.8%	5.7	0	% 0.0	·0.1	22	0.4%	·0.4
	94.1	20,857	4,584	22.0%	.1.9	4	0.1%	+0.1	37	0.8%	+0.4
Black Non-Hispanic	88 1	18,678	1,142	6.1%		0	%0.0		6	0.8%	
	90.1	21,953	1,593	7.3%	+1.1	2	0.1%	+0.1	15	0.9%	+0.2
	92.1	20,841	1,672	8.0%	+0.8	-	0.1%	0.1	σο	0.5%	-0.5
	94.1	20,857	1,706	8.2%	+0.2	3	0.2%	+0.1	18	1.1%	+0.6
Nispanic	88.1	18,678	10,517	56.3%		195	1.9%		733	7.0%	
	90.1	21,953	13,289	60.5%	+4.2	224	1.7%	.0.2	883	89.9	-0.3
	92.1	20,841	13,642	85.5%	+4.9	165	1.2%	6.0	805	5.9%	.0.7
	94.1	20,857	14,031	67.3%	+1.8	211	1.5%	+0.3	854	6.1%	+0.2
Asian/Pacific Islander	1.88	18,678	501	2.7%		80	1.6%		55	11.0%	
	90.1	21,953	535	2.4%	-0.2	ß	0.9%	-0.7	53	9.9%	1.1
	92.1	20,841	529	2.5%	+0.1	က	%9 :0	-0.4	20	9.5%	.0.5
	94.1	20,857	505	2.4%	-0.1	2	0.4%	.0.2	34	6.7%	.2.1
American Indian/Alaskan	88.1	18,678	40	0.2%		0	0.0%		2	5.0%	
	90.1	21,953	40	0.2%	+0.0	0	% 0:0	+ 0.0	0	% 0.0	.5.0
	92.1	20,841	29	0.1%	+0.0	0	% 0.0	+0.0	-	3.4%	+3.4
	94.1	20,857	31	0.1%	+0.0	0	0.0%	+ 0.0	0	% 0:0	3.4

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Table 4a
English As A Second Languge (ESL) and English for Non-Native Speakers (ENS)
Enrollment by Campus, by Ethnic, and by Term

Wolfson Campus

Closing Fall Terms 1988, 1990, 1992 and 1994

Total Erroulineart in ESI Ethnic Erroulineart in ESI Ethnic Erroulineart in ESI Ethnic Erroulineart in ESI Ethnic Erroulineart in ESI Ethnic E						endimen incerious						
Mail Bi Ci Di D				Total Er	rollment		Ethnic	Enrollment	in ESL	Ethnic	: Enrollment	in ENS
Factorial of Total Percent of Tota			3	9	<u></u>	ê	Ð	<u>e</u>	9	£	8	3
Fall Total I otal of percentage Ethnic Ethnic Ethnic Ethnic Incoment Ethnic Ethnic Ethnic Incoment Ethnic Incoment Ethnic Incoment Incoment Ethnic Incoment <t< th=""><th></th><th></th><th></th><th></th><th>Percent</th><th></th><th></th><th>Percent of</th><th></th><th></th><th>Percent of</th><th></th></t<>					Percent			Percent of			Percent of	
Fall Student Ethnic Total Point Enrolliment Emolinent In ENS 1.15 Mg			Total	Total	of	Percentage	Ethnic	Ethnic	Percentage	Ethnic	Ethnic	Percentage
Bert of Informent Enrollment Enrollment Enrollment Enrollment Enrollment (Bert Brita) in ENS		Fa	Student	Ethnic	Total	Point	Enrollment	Enrolled	Point	Enrollment	Enrolled in	Point
88-1 8,736 1,537 1,164 0.3 1.94 50 3.3% 90-1 11,542 1,944 16.8% 0.8 31 1.6% 0.0 108 5.6% + 92-1 12,889 1,978 15.3% -1.5 39 2.0% +0.4 97 4.9% + 94-1 12,242 1,805 14.8% -0.7 21 1.2% 0.8 6.8 4.8% -0.9 4.9% 4.9% -0.9 4.9% -0.9 4.9% -0.9 4.9% -0.9 4.9% -0.9 4.9% -0.9 4.9% -0.9 4.9% -0.9 4.9% -0.9 4.9% -0.9 4.9% -0.9 -0.9 4.9% -0.9 -0.9 4.9% -0.9 -0.9 4.9% -0.9 -0.9 -0.9 -0.9 -0.9 -0.9 -0.9 -0.9 -0.9 -0.9 -0.9 -0.9 -0.9 -0.9 -0.9 -0.9 -0.9 -0.9	Ethnicity	Terms	Enrollment	Enrollment	Enrollment	Change	in ESL	in ESL	Change	in ENS	in ENS	Change
90.1 11,542 1,944 16.8% 0.8 31 1.6% 0.3 108 56% +4 92.1 12,889 1,978 15.3% 1.15 39 2.0% +0.4 97 4.9% 94.1 12,342 1,805 14.6% 0.7 21 1.2% 0.8 6.0 4.9% 88.1 8,736 1,138 13.0% -0.7 27 1.8% +0.3 8.6 4.8% 90.1 11,542 1,477 12.8% -0.2 27 1.8% +0.3 1.08 6.0% +3.9 92.1 12,842 1,477 12.8% -0.2 27 1.8% +0.3 1.08 6.0% +0.3 1.08 6.0% +0.3 1.08 6.0% +0.4 1.16 5.7% +0.3 1.08 6.0% +0.3 1.08 6.0% +0.3 1.08 6.0% +0.3 1.08 6.0% +0.3 1.08 6.0% +0.3 6.0%	White Non-Hispanic	88.1	8,736	1,537	17.6%		53	1.9%		20	3.3%	
92.1 12,899 1,978 1,53% -1.5 39 20% +0.4 97 4,9% 94.1 12,342 1,805 14,6% 0.7 21 1.2% -0.8 6.8 4,8% 98.1 8,736 1,180 13.0% 0.7 21 1.2% -0.8 6.9 4,8% 90.1 11,542 1,477 12.8% -0.2 27 1.8% +0.3 88 6.0% +3.8 6.0% +3.8 92.1 12,892 1,48% +2.0 18 0.9% -0.9 108 6.0% +3.8 94.1 12,342 2,013 16.3% +1.5 28 1.4% +0.4 116 5.8% +1.1 705 8.8% -0.8 15.8% +3.8% +3.8 +3.8 +3.8 +3.8 +3.8 +3.8 +3.8 +3.8 +3.8 +3.8 +3.8 +3.8 +3.8 +3.8 +3.8 +3.8 +3.8 +3.8 +3.8		90.1	11,542	1,944	16.8%	9.0	31	1.6%	·0.3	108	5.6%	+2.3
94.1 12,342 1,805 14,6% 0.7 21 1.2% 0.8 6.8% 4.8% 88.1 8,736 1,138 13.0% 0.7 15 1.5% 49 4.3% 90.1 11,542 1,477 12.8% 0.2 27 1,8% +0.3 88 6.0% +3.4 92.1 12,482 1,909 14.8% +2.0 18 0.9% 0.9 108 6.0% + 94.1 12,342 2,013 16.3% +1.5 28 1,4% +0.4 116 5.3% 90.1 11,542 2,931 68.1% +1.1 705 8.8% 0.8 1,68 1,0% + 1,9% + 1,130 19.0% + 1,130 19.0% + 1,130 19.0% + 1,3% + 1,28 6.1% + 1,130 19.0% + 1,3% + 1,3% + 1,3% + 1,3% + 1		92.1	12,899	1,978	15.3%	. 1 .5	39	2.0%	+0.4	97	4.9%	-0.7
88.1 8,736 1,138 13.0% 17 1.5% 49 4.3% 90.1 11,542 1,477 12.8% -0.2 27 1.8% +0.3 88 6.0% + 4.3% + 6.0 1.8 6.0 1.8 6.0 1.8 6.0 1.8 6.0 1.8 6.0 1.8 6.0 1.8 6.0 1.8 6.0 1.8 6.0 1.8 6.0 1.8 6.0 1.8 6.0 1.8 6.0 1.0 1.8 6.0 1.0 1.0 1.0 6.0 1.1 6.0 1.0 1.0 1.0 1.0 1.0 1.1 6.0 1.1 6.0 1.1 6.0 1.1 6.0 1.1 1.0 1.1 6.0 1.1 6.0 1.1 1.0 1.1 1.0 6.1 6.1 6.1 6.0 1.1 1.0 1.0 1.0 1.0 1.0 6.0 6.0 6.0 6.0 6.0		94.1	12,342	1,805	14.6%	.0.7	21	1.2%	9.0	98	4.8%	. <u>0</u>
90-1 11,542 1,477 12.8% -0.2 27 1.8% +0.3 88 6.0% + 92-1 12,899 1,909 14.8% +2.0 18 0.9% -0.9 108 5.7% 94-1 12,342 2,013 18.3% +1.5 28 1.4% +0.4 116 5.8% + 90-1 11,542 2,931 68.1% +1.1 705 8.8% -0.8 1,561 19.0% 90-1 11,542 2,931 68.5% -0.7 539 6.1% -2.7 1,589 18.0% 94-1 12,895 8,345 68.5% -0.7 455 5.4% -0.7 1,589 18.0% 90-1 11,542 117 1.0% -0.1 1 0.0% -0.2 1,381 18.5% +0.3 18.9% +0.3 8.9% +0.3 8.9% +0.3 8.9% +0.3 8.9% +0.3 8.9% +0.3 8.9% +0.3<	Black Non-Hispanic	88.1	8,736	1,138	13.0%		17	1.5%		49	4.3%	
92.1 12,899 1,909 14.8% +2.0 18 0.9% 0.9 108 5.7% 94.1 12,342 2,013 15.3% +1.5 28 14% +0.4 116 5.8% + 90.1 11,542 2,950 68.1% -1.1 705 8.8% -0.8 1,561 19.0% + 90.1 11,542 7,991 68.5% -0.7 539 6.1% -2.7 1,561 19.0% + 94.1 12,342 8,365 67.8% -0.7 455 5.4% -0.7 1,589 18.0% 90.1 11,542 117 1.0% -0.1 1 0.9% +0.9 9 8.9% 90.1 11,542 117 1.0% -0.1 1 0.0% +0.9 9 8.9% 94.1 12,342 147 1.2% -0.1 1 0.0% +0.9 0 0.0% 90.1 11,542 147		30.1	11,542	1,477	12.8%	-0.2	27	1.8%	+0.3	88	80.9	+1.7
94.1 12,342 2,013 15.3% +1.5 28 1.4% +0.4 115 5.8% + 88.1 8,736 5,950 68.1% +1.5 26.7 1,130 19.0% + 90.1 11,542 7,991 69.2% +1.1 705 8.8% .0.8 1,561 19.0% + 92.1 12,899 8,834 68.5% .0.7 455 5.4% .0.7 1,589 18.0% 18.0% 94.1 12,342 8,365 67.8% .0.7 455 5.4% .0.7 1,589 18.0% 90.1 11,542 117 1.0% .0.1 1 0.0% +0.9 5.4% .0.2 13.3% 8.3% 92.1 12,342 117 1.0% .0.1 2 1.4% +0.8 11 7.5% +3 94.1 12,342 147 1.2% .0.1 2 1.4% +0.8 11 7.7% +3		92.1	12,899	1,909	14.8%	+2.0	18	0.9%	·0.9	108	5.7%	·0.3
88.1 8,736 5,950 68.1% 571 9,6% 1,130 19,0% 90.1 11,542 7,991 69.2% +1,1 705 8.8% .0.8 1,561 19,5% + 90.1 11,542 7,991 68.5% .0.7 539 6.1% .2.7 1,569 18,0% + 94.1 12,342 8,365 67.8% .0.7 455 5.4% .0.7 1,589 18,0% 90.1 11,542 117 1.0% .0.1 1 0.0% .0.2 9.0 8.9% 9.0 9.0% .0.2 9.0 9.0% .0.2 9.0 9.0% .0.2 9.0 9.0% .0.2 9.0 9.0% .0.2 9.0 9.0% .0.0 9.0 .0.0% .0.0 9.0 .0.0% .0.0 .0.0% .0.0 .0.0% .0.0 .0.0% .0.0 .0.0% .0.0 .0.0% .0.0 .0.0% .0.0 .0.0% .0.0		94 T-	12,342	2,013	18.3%	+1.5	28	1.4%	+0.4	116	5.8%	+0.1
90.1 11,542 7,991 69.2% +1.1 705 8.8% .0.8 1,561 19.5% + 92.1 12,899 6,834 68.5% -0.7 539 6.1% -2.7 1,589 18.0% 94.1 12,342 8,365 67.8% -0.7 455 5.4% -0.7 1,589 18.0% 90.1 11,542 101 1.2% -0.1 1 0.0% -0.9 8.9% -0.3 8.9% -0.3 8.9% -0.3 8.9% -0.3 8.9% -0.3 8.9% -0.3 8.9% -0.3 1.03 8.9% -0.3 8.9% -0.3 -0.3 8.9% -0.3 8.9% -0.3 -0.3 8.9% -0.3 -0.3 8.9% -0.3 -0.3 8.9% -0.3 -0.3 -0.3 -0.3 8.9% -0.3 -0.3 -0.3 -0.3 -0.3 -0.3 -0.3 -0.3 -0.3 -0.3 -0.3 -0.3 -0.3 <t< td=""><td>Hispanic</td><td>1.88</td><td>8,736</td><td>5,950</td><td>68.1%</td><td></td><td>571</td><td>9.6%</td><td></td><td>1,130</td><td>19.0%</td><td></td></t<>	Hispanic	1.88	8,736	5,950	68.1%		571	9.6%		1,130	19.0%	
92-1 12,899 8,834 68.5% -0.7 539 6.1% -2.7 1,589 18.0% 94-1 12,342 8,365 67.8% -0.7 455 5.4% -0.7 1,589 18.0% 98-1 12,342 101 1.2% -0.1 1 0.9% +0.9 8.9% 92-1 11,542 117 1.0% -0.1 1 0.9% +0.9 5.5% + 94-1 12,342 147 1.2% -0.1 2 1.4% +0.8 11 7.5% + 96-1 1,542 10 0.1% +0.0 0.0% +0.8 11 7.5% + 90-1 11,542 13 0.1% +0.0 0.0% +0.0 0.0% +0.0 0.0% +0.0 0.0% +0.0 0.0% +0.0 0.0% +0.0 0.0% +0.0 0.0% +0.0 0.0% +0.0 0.0% +0.0 0.0% +0.0 0.0%<		90.1	11,542	7,991	69.2%	+1.1	705	8.8%	9.0	1,561	19.5%	+0.5
94-1 12.342 8,365 67.8% 0.7 455 5.4% 0.7 1,381 16.5% 88-1 8,736 101 1.2% 0.0% 0.0% 90.9 4.3% 9.9% 9.9% 9.9% 9.9% 9.9% 9.9% 9.9% 9.0% <td< td=""><td></td><td>92.1</td><td>12,899</td><td>8,834</td><td>68.5%</td><td>.0.7</td><td>539</td><td>6.1%</td><td>.2.7</td><td>1,589</td><td>18.0%</td><td>·1.5</td></td<>		92.1	12,899	8,834	68.5%	.0.7	539	6.1%	.2.7	1,589	18.0%	·1.5
88.1 8,736 101 1.2% 0 0.0% +0.9 8.9% 90.1 11,542 117 1.0% -0.1 1 0.9% +0.9 5 4.3% 92.1 12,899 165 1.3% +0.3 1 0.6% -0.2 9 5.5% + 94.1 12,342 147 1.2% -0.1 2 1.4% +0.8 11 7.5% + 88-1 8,736 10 0.1% +0.0 0.0% +0.0 0 0.0% +0.0 0 0.0% +0.0 0 0.0% +0.0 0 0.0% +0.0 0 0.0% +0.0 0 0.0% +0.0 0 0.0% +0.0 0 0.0% +0.0 0 0 0.0% +0.0 0 0.0% +0.0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 </td <td></td> <td>94.1</td> <td>12,342</td> <td>8,365</td> <td>67.8%</td> <td>.0.7</td> <td>455</td> <td>5.4%</td> <td>.0.7</td> <td>1,381</td> <td>16.5%</td> <td>1.5</td>		94.1	12,342	8,365	67.8%	.0.7	455	5.4%	.0.7	1,381	16.5%	1.5
90-1 11,542 117 1.0% -0.1 1 0.9% +0.9 5.5% +3% 92-1 12,899 165 1.3% +0.3 1 0.6% -0.2 9 5.5% + 94-1 12,342 147 1.2% -0.1 2 1.4% +0.8 11 7.5% + 88-1 8,736 10 0.1% +0.0 0.0% +0.0<	Asian/Pacific Islander	88-1	8,736	101	1.2%		0	% 0:0		6	8.9%	
92-1 12,899 165 1.3% +0.3 1 0.6% 0.2 9 5.5% 94-1 12,342 147 1.2% -0.1 2 1.4% +0.8 11 7.5% 88-1 8,736 10 0.1% -0.0 0 0.0% +0.0 0 0.0% 90-1 11,542 13 0.1% +0.0 0 0.0% +0.0 1 7.7% 92-1 12,899 13 0.1% +0.0 0 0.0% +0.0 0 0.0% 0 0.0% 94-1 12,342 12 0.1% +0.0 0 0.0% +0.0 0 0.0% 0 0.0%		90.1	11,542	117	1.0%	-0.1	-	0.9%	+0.9	S	4.3%	4.6
94-1 12,342 147 1.2% -0.1 2 1.4% +0.8 11 7.5% 88-1 8,736 10 0.1% 0 0.0% 0 0.0% 90-1 11,542 13 0.1% +0.0 0 0.0% +0.0 1 7.7% 92-1 12,899 13 0.1% +0.0 0 0.0% +0.0 0 0.0% 94-1 12,342 12 0.1% +0.0 0 0.0% +0.0 0 0.0%		92.1	12,899	165	1.3%	+0.3	-	%9 .0	-0.2	6	5.5%	+1.2
88-1 8,736 10 0.1% 0 0.0% 0.0% 0 0.0% 0 0.0% 0 0.0% 0<		94.	12,342	147	1.2%	-0.1	2	1.4%	+0.8	#	7.5%	+2.0
11,542 13 0.1% +0.0 0 0.0% +0.0 1 7.7% 12,899 13 0.1% +0.0 0 0.0% +0.0 0 0.0% 12,342 12 0.1% +0.0 0 0.0% +0.0 0 0.0%	American Indian/Alaskan	88.1	8,736	10	0.1%		0	%0.0		0	%0.0	
12,899 13 0.1% +0.0 0 0.0% +0.0 0 0.0% 12,342 12 0.1% +0.0 0 0.0% +0.0 0 0.0%		90.1	11,542	13	0.1%	+0.0	0	0.0%	+0.0	-	7.7%	+7.7
12,342 12 0.1% +0.0 0 0.0% +0.0 0 0.0%		92.1	12,899	13	0.1%	+0.0	0	0.0%	+0.0	0	0.0%	1.1.
		94.1	12,342	12	0.1%	+0.0	0	0.0%	+0.0	0	0.0%	+0.0

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Table 5a

English As A Second Languge (ESL) and English for Non-Native Spaakers (ENS)
Enrollment by Campus, by Ethnic, and by Term
Closing Fall Terms 1988, 1990, 1992 and 1994

Medical Center Campus

			Total Er	Total Enrollment		Fthnic	Ethnic Encollmont in Co.	in Cel			
		Ø	â	و	į		THE CHINGING	III EOL	Ethnic	Ethnic Enrollment in ENS	ı ENS
		Ē	Ē	(2)	3	Œ	Œ	9	€	€	3
		ı	1	recent			Percent of			Dorone	ì
	:	lotal	Total	o,	Percentage	Ethnic	Ethnic	Percentana	Ethoio	reiten ui	ć
	F <u>a</u>	Student	Ethnic	Total	Point	Forollment	Enrolled	36	י בניוווני	ETHING	rercentage
Ethnicity	Terms	Enrollmant	Enrullment	Enrollment	Change	in FSI	in F.C.	יישונו	Enrollment	Enrolled in	Point
White Non-Hispanic	88.1	2,934	896	33.0%				afilarina	ENS	in ENS	Change
	90.1	2 6.45	370	2000	(5	6 .0		0	% 0.0	
	3 8	C	C/6	%/'07	-6.2	0	% 0:0	+0.0	0	% 0.0	+0.0
	1.78	4,400	1,080	24.5%	-2.2	0	0.0%	+0.0	CT.	36	
	<u>\$</u>	4,438	1,054	23.7%	·0.8	0	0.0%	. U.U.+	o n		
Black Non-Hispanic	88.1	2,934	832	28.4%			0 0			KC:0	+ N.Z
	90.1	3,645	1,243	34.1%	+57) c	2000	Ç C	-	0.0%	
	92.1	4.400	1 640	37 34		-	6 .0.0	0.U+	0	0.0%	+ 0.0
	•	000	0.07.		+ 3. c +	∍	0.0%	+ 0.0	53	3.2%	+3.2
	- 	4,438	1,690	38.1%	+ 0.8	0	0.0%	+ 0.0	80	4 7 %	i 4
Hispanic	88 	2,934	1,063	36.2%		0	0.0%			300	5.1
	90.1	3,645	1,330	36.5%	+0.3	_	300		.	R 0.0	
	92 1	4.400	1 569	35.74		o (P :	0.0 +	>	0.0%	+0.0
	041	001/1	600,	K / 75	0.0 0.0	⊃	0.0	+ 0.0	22	3.6%	+3.6
	- + 6	4,430	1,504	36.1%	+ 0.5	0	0.0%	+0.0	54	3.4%	÷
Asianjracitic islander	- - - - - - - - - - -	2,934	99	2.2%		0	% 0.0		-	0 0	
	90.1	3,645	\$	2.3%	+0.1	0	0.0%	+0.0) c		ć
	92.1	4,400	100	2.3%	+ 0.0	0	3 000	0.0+	.	# 0.0	0:0+
	94.1	4,438	83	1.9%	.0.	· c	2 0	9 6		2 0.0	+ 5.0
American Indian/Alaskan	88.1	2 934	L	300			8 0.0	+ 0.U	∍	% 0.0	.5.0
	8 8	7,00	,	#Z70		0	% 0.0		0	0.0%	
	- O	3,043	<u> </u>	0.4%	+0.2	0	0.0%	+ 0.0	0	%0.0	U U+
	92.1	4,400	=	0.3%	0.1	0	0.0%	+ 0.0	C	300) o
	94.1	4,438	7	0.2%	.0.1	0	% 0.0	U U+	o		+0.0
									5	6.0%	1.U+

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Table Ga English As A Second Languge (ESL) and English for Non-Native Speakers (ENS) Enrollment by Campus, by Ethnic, and by Term Closing Fall Terms 1990, 1992 and 1994

Homestead Campus

				2	กษณยงเธลน ระกายนร						
			Total E	ıl Enrollment		Ethnic	Ethnic Enrollment in ESL	in ESL	Ethnic	Ethnic Enrollment in ENS	n ENS
		3	<u>(e)</u>	9	<u>e</u>	(E)	Œ	(9)	Œ	8	3
				Percent			Percent of			Percent of	
		Total	Total	of	Percentage	Ethnic	Ethnic	Percentage	Ethnic	Ethnic	Percentage
	Fall	Student	Ethnic	Total	Point	Enrollment	Enrolled	Point	Enrollment	Enrolled in	Point
Ethnicity	Terms	Enrollment	Enrollment	Enrollment	Change	in ESL	in ESL	Change	in ENS	in ENS	Change
White Non-Hispanic	90-1	1,353	803	59.3%		0	0.0%		0	% 0.0	
	92.1	725	361	49.8%	9.6	0	0.0%	+0.0	0	0.0%	+0.0
	94-1	1,438	596	41.4%	-8.3	0	0.0%	+0.0	0	% 0.0	+ 0.0
Black Non-Hispanic	1.06	1,353	204	15.1%		0	0.0%		0	% 0.0	
	92.1	725	151	20.8%	+5.7	0	0.0%	+0.0	0	0.0%	+0.0
	94-1	1,438	256	17.8%	-3.0	0	0.0%	+0.0	0	0.0%	+ 0.0
Hispanic	90-1	1,353	316	23.4%		0	0.0%		0	% 0.0	
	92.1	725	197	27.2%	+3.8	0	% 0.0	+0.0	0	0.0%	+0.0
	94-1	1,438	554	38.5%	+11.4	0	0.0%	+ 0.0	0	0.0%	+0.0
Asian/Pacific Islander	90-1	1,353	24	1.8%		0	0.0%		0	%0.0	
	92.1	725	14	1.9%	+0.2	0	% 0.0	+0.0	0	% 0.0	+0.0
	94.1	1,438	27	1.9%	-0.1	0	0.0%	+ 0.0	0	0.0%	+ 0.0
American Indian/Alaskan	90.1	1,353	9	0.4%		0	% 0.0		0	% 0'0	
	92.1	725	2	0.3%	-0.2	0	0.0%	+ 0.0	0	0.0%	+0.0
	94	1,438	5	0.3%	+0.1	0	0.0%	+ 0.0	0	0.0%	+0.0
							l				



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ر رين English As A Second Language (ESL) and English for Non-Native Speakers (ENS) Enrollment by Campus, by Ethnic, and by Term

College-Wide

Closing Fall Terms 1988, 1990, 1992 and 1994

Fall Students Freeing Free				Total Enrollment	rollment		Consider wine	Ethnic Foroilment in FSI	ment in FSI			Ethnic Enrol	imont in Elle	
Total Total Fercent				į	ŝ	4						Lumb Ling		
Fall Students February Percentage Total Point Enrollment Enroll			3	<u>8</u>	<u> </u>	9	<u>(i</u>	Œ	9	Œ	8	3	3	3
Fall Studies Funite Funi					Percent				Percent				Percent	
Klinic Multipliant Fall Students Ethnic Total formula in text Enrollment formula to the formula in text Enrollment formula to the formula to the formula formula to the formula formula formula to the formula fo			Total	Totai	o ,	Percentage	Total	Ethnic	o,	Percentage	Total	Ethnic	oţ	Percentage
Ethnicity Term Enrollment Enrollment <th></th> <th>Fall</th> <th>Students</th> <th>Ethnic</th> <th>Total</th> <th>Point</th> <th>Enrollment</th> <th>Enrollment</th> <th>S.</th> <th>Point</th> <th>Enrollment</th> <th>Enrollment</th> <th>ENS</th> <th>Point</th>		Fall	Students	Ethnic	Total	Point	Enrollment	Enrollment	S.	Point	Enrollment	Enrollment	ENS	Point
White Non-Hispanic 88.1 4.3.563 12,020 27.7% 1,069 50 4.7% 2,706 1587 5.8% 90.1 54,526 13,234 2.4.4% 3.3 1,289 44 3.5% 1.2 3.85 1.50 5.6% 90.1 54,526 13,234 2.4.4% 3.3 1,289 44 3.5% 1.2 3.85 1.9 5.6% 91.1 56,320 10,264 18.6% 1.0 9.0 4.3% 1.2 3.85 1.2 3.82 1.8 5.7% 1.0 3.83 1.1 3.83 1.1 3.85 1.1 3.83 1.1 3.85 1.1 3.85 1.1 3.85 1.1 3.85 1.1 3.85 1.1 3.85 1.1 3.85 1.1 3.85 1.1 3.95 4.3 4.3 4.3 4.3 4.1 3.85 1.1 3.85 4.3 4.1 4.3 4.3 4.4 4.3 4.3 4.1	Ethnicity	Terms	Enrollment	Enrollment	Enrollment	Change	in ESL	in ESL	Enrallment	Change	ENS	in ENS	Enrollment	Change
90-1 56,4,526 13,294 24,4% 3.3 1,268 44 3.5% 1.2 3,651 206 5,68% 38,7 3 1,208 81 4.8 1,100 46 4.2% 1.2 3,651 150 3.8% 3.8% 3.1 3,128 4.8 1,100 46 4.2% 1.2 3,02 159 150 3.8% 3.8% 3.1 3,128 1.3 3,104 11,108 3.1 3,104 3.3 3,104 11,108 3.1 3,104 3.3 3,104 11,108 3.1 3,104 3.3 3,104 11,108 3.1 3,104 3.3 3,104 11,108 3.1 3,104 3.1	White Non-Hispanic	88·1	43,363	12,020	27.7%		1,069	20	4.7%		2,706	157	5.8%	
92.1 56,114 10,981 19,6% 4.8 1,100 46 4.2% +0.7 3,926 150 3.8% Black Mon-Hispanic 88-1 55,320 10,264 18.6% -1.0 978 29 3.0% -1.2 3,926 159 4,1% Black Mon-Hispanic 88-1 43,363 7,085 16.3% -1.069 38 3.6% -1.2 3,926 159 4,1% 90-1 54,526 10,046 18.4% +2.1 1,069 49 3.8% +0.2 3,651 24 1,069 3.8% +0.2 3,651 24 4,1% 2.0 3,68 3,78 4,1% 5,3% 6,7% 4,1% 1,069 3,8% +0.2 3,651 2,7% 6,7% 6,7% 6,7% 4,1% 1,069 3,8% +0.2 3,651 2,7% 6,7% 9,7% 1,2% 1,2% 1,2% 1,2% 1,2% 1,2% 1,2% 1,2% 1,2% 1,2% 1,2%		90.1	54,526	13,294	24.4%	.3.3	1,268	\$	3.5%	.1.2	3,651	206	5.6%	-0.2
94-1 55,320 10,264 18.6% -1.0 978 29 3.0% -1.2 3,832 15.9 4.1% 88-1 43,523 7,085 16.3% -1.0 39 3.6% -1.2 3,651 143 5.3% 90-1 54,526 10,046 18.4% +2.1 1,108 47 4.3% +0.2 3,651 245 6.7% 94-1 56,320 12,170 22.0% +0.4 978 69 7.1% +2.8 3,926 493 12.6% 94-1 56,320 12,170 22.0% +0.4 978 69 7.1% +2.8 3,926 493 12.6% 90-1 54,526 23,956 54.9% +1.4 1,169 96 7.1% +2.8 3,926 3,917 86.0% 90-1 54,526 23,956 54.9% +1.4 1,169 1,001 91.0% +1.5 3,051 3,034 4,5% 94-1 55,320 <th></th> <td>92.1</td> <td>56,114</td> <td>10,991</td> <td>19.6%</td> <td>4.8</td> <td>1,100</td> <td>46</td> <td>4.2%</td> <td>+0.7</td> <td>3,926</td> <td>150</td> <td>3.8%</td> <td>÷.</td>		92.1	56,114	10,991	19.6%	4.8	1,100	46	4.2%	+0.7	3,926	150	3.8%	÷.
Black Non-Hispanic 88-1 4,3,563 7,085 16.3% 1,069 39 3.6% 2,706 143 5.3% 90-1 54,526 10,046 18.4% +2.1 1,268 49 3.9% +0.2 3,651 245 6.7% 92-1 56,114 12,123 21.6% +3.2 1,100 47 4.3% +0.4 3,926 493 12.6% 94-1 55,320 12,170 22.0% +0.4 978 69 7.1% +2.8 3,926 493 12.6% Hispanic 88-1 43,362 23,07 53.5% +1.4 1,268 964 90.2% 2,706 23,01 80.9% Asian Pacific Islander 88-1 56,114 31,756 56.6% +1.7 1,100 1,001 910 40.5 90.2% 2,106 92.9 3,926 3,926 3,926 3,926 3,926 3,926 3,926 3,926 3,926 3,926 3,926 3,926		94.1	55,320	10,264	18.6%	1.0	978	29	3.0%	.1.2	3,832	159	4.1%	+0.3
90.1 54,526 10,046 18.4% +2.1 1,268 49 3.9% +0.2 3,651 245 6.7% 92.1 56,114 12,123 21.6% +3.2 1,100 47 4.3% +0.4 3926 493 12.6% 94.1 56,320 12,170 22.0% +0.4 978 69 7.1% +2.8 3,832 548 14.3% 90.1 54,526 29,956 54.9% +1.4 1,169 96.4 90.2% 2,706 2,301 86.0% 90.1 54,526 29,956 54.9% +1.4 1,169 91.6% +1.5 3,651 3,084 86.0% AsianIPacific Islander 86.1 31,756 56.6% +1.7 1,100 10.0% 1.9 3,826 3,175 80.9% AsianIPacific Islander 86.1 43,363 986 2.3% +1.5 1,069 1.5 1.9 3,826 3,175 80.9% AsianIPacific Islander		88.1	43,363	7,085	16.3%		1,069	39	3.6%		2,706	143	5.3%	
92-1 56,114 12,123 21.6% +3.2 1,100 47 4.3% +0.4 3926 493 12.6% 94-1 55,320 12,170 22.0% +0.4 978 69 7.1% +2.8 3.822 548 14.3% 96-1 56,320 12,170 22.0% +0.4 978 66 90.2% 2,706 2,301 85.0% 90-1 54,526 29,956 54.9% +1.4 1,689 964 90.2% -1.5 3,681 84.5% 92-1 56,114 31,756 56.6% +1.7 1,100 1001 91.6% +1.5 3,681 84.5% 94-1 56,114 31,756 56.6% +1.7 1,100 10.6 1.5 1.8 1.7 84.5 90-1 56,114 1,178 2.7 1,069 16 1.5 2,706 1.0 2,76 90-1 56,114 1,178 2.1 6.6 1,5 0.5	4	90.1	54,526	10,046	18.4%	+2.1	1,268	49	3.9%	+0.2	3,651	245	6.7%	+1.4
94-1 55,320 12,170 22.0% + 0.4 978 69 7.1% + 2.8 3,832 548 14.3% 88-1 43,363 23,207 53.5% + 1.4 1,069 964 90.2% 2,706 2,301 85.0% 90-1 54,526 29,956 54.9% + 1.4 1,268 1,162 91.6% + 1.5 3,084 84.5% 92-1 56,144 31,756 56.6% + 1.7 1,100 1,001 91.0% - 0.6 3,926 3,175 80.9% 94-1 55,320 31,786 57.5% + 0.3 978 871 89.1% - 1.9 3,926 3,175 80.9% 90-1 54,526 1,148 2.1% + 0.0 1,100 6 0.5% - 0.5 3,651 114 3,1% 90-1 54,526 1,148 2.1% + 0.0 1,100 6 0.5% + 0.4 3,651 114 3,1% 94-1 55,320 <th></th> <td>92.1</td> <td>56,114</td> <td>12,123</td> <td>21.6%</td> <td>+3.2</td> <td>1,100</td> <td>47</td> <td>4.3%</td> <td>+0.4</td> <td>3,926</td> <td>493</td> <td>12.6%</td> <td>+ 5.8</td>		92.1	56,114	12,123	21.6%	+3.2	1,100	47	4.3%	+0.4	3,926	493	12.6%	+ 5.8
88.1 43.63 23.20 53.5% 1,069 964 90.2% 2,706 2,301 85.0% 90-1 54,526 29,956 54.9% +1.4 1,268 1,162 91.6% +1.5 3,651 3,084 84.5% 92-1 54,526 28,956 56.8% +1.7 1,100 1,001 91.0% 3,651 3,175 80.3% 94-1 55,320 31,786 57.5% +0.3 978 871 891% 1.9 3,832 3,039 79.3% 96-1 55,320 31,786 5.75% +0.3 1,069 16 1.5% 1.9 3,832 3,039 79.3% 90-1 54,526 1,148 2.1% +0.0 1,100 6 0.5% +0.4 3,832 10 2,7% 94-1 55,320 1,039 1.9% +0.0 1,100 6 0.5% +0.4 3,832 10 2,7% 94-1 55,320 1,039 <td< td=""><th></th><td>94-1</td><td>55,320</td><td>12,170</td><td>22.0%</td><td>+0.4</td><td>878</td><td>69</td><td>7.1%</td><td>+2.8</td><td>3,832</td><td>548</td><td>14.3%</td><td>+1.7</td></td<>		94-1	55,320	12,170	22.0%	+0.4	878	69	7.1%	+2.8	3,832	548	14.3%	+1.7
90.1 54,526 29,956 54,9% +1.4 1,268 1,162 91,6% +1.5 3,651 3,084 84,5% 92.1 56,114 31,755 56.6% +1.7 1,100 1,001 91.0% -0.6 3,926 3,175 80.9% 94.1 56,114 31,755 56.8% +1.7 1,100 1,001 91.0% -1.3 3,926 3,175 80.9% 94.1 56,320 31,786 5.3 1,069 16 1.5% -0.5 3,651 114 3.1% 90.1 54,526 1,148 2.1% +0.0 1,100 6 0.5% -0.5 3,651 114 3.1% 90.1 56,114 1,178 2.1% +0.0 1,100 6 0.5% +0.4 3,825 107 2.7% 94.1 55,320 1,13 +0.0 1,069 0 0.9% +0.4 3,825 107 2.7% 90.1 56,114 67<	Hispanic	88.1	43,363	23,207	53.5%		1,069	964	90.2%		2,706	2,301	85.0%	
92-1 56,114 31,756 56.6% +1.7 1,100 1,001 91.0% .0.6 3,926 3,175 80.9% 94-1 55,320 31,786 57.5% +0.9 978 871 69.1% -1.9 3,832 3,039 79.3% 98-1 43,363 986 2.3% +0.9 1,069 16 1.5% -0.5 3,651 114 3,13% 90-1 54,526 1,148 2.1% +0.0 1,100 6 0.5% 0.5 3,926 107 2,7% 92-1 56,114 1,178 2.1% +0.0 1,100 6 0.5% +0.4 3,926 107 2,7% 94-1 55,320 1,039 1,9% -0.2 978 +0.4 3,825 86 2,2% 90-1 54,526 82 0.1% +0.0 0.0% +0.0 3,851 2 1,8 91 56,114 67 0.1% +0.0 1,10		90.1	54,526	29,956	54.9%	+1.4	1,268	1,162	91.6%	+ 1.5	3,651	3,084	84.5%	9.0.
94.1 55,320 31,786 57.5% +0.9 978 871 89.1% -1.9 3,832 3,039 79.3% 88.1 43,363 986 2.3% +0.9 1,069 16 1.5% -0.5 2,706 102 3.8% 90.1 54,526 1,148 2.1% +0.0 1,100 6 0.5% 0.5 3,926 107 2.7% 92.1 56,114 1,178 2.1% +0.0 1,100 6 0.5% +0.4 3,926 107 2.7% 94.1 55,320 1,039 1.9% -0.2 978 9 0.9% +0.4 3,932 86 2.2% 98.1 43,363 65 0.1% +0.0 1,268 0 0.0% +0.0 3,926 1 1% 92.1 55,320 0.1% +0.0 1,100 0 0.0% +0.0 3,926 1 1% 92.1 56,114 67 0.		92.1	56,114	31,755	56.6%	+1.7	1,100	1,00,1	91.0%	·0.6	3,926	3,175	80.9%	3.6
88-1 43,363 986 2.3% 1,069 16 1.5% 2,706 102 3.8% 90-1 54,526 1,148 2.1% -0.2 1,268 13 1.0% -0.5 3,651 114 3.1% 92.1 56,114 1,178 2.1% +0.0 1,100 6 0.5% -0.5 3,926 107 2,7% 94-1 55,320 1,039 1.9% -0.2 978 6 0.5% +0.4 3,832 86 2,2% 88-1 43,363 65 0.1% +0.0 0.0% +0.0 3,651 2 0.1% 90-1 54,526 82 0.2% +0.0 1,106 0 0.0% +0.0 3,651 2 0 1,1% 92.1 56,114 67 0.1% +0.0 0.0% +0.0 3,652 0 0 0 0 94.1 55,320 61 0.1% +0.0 0.0%		94:1	55,320	31,786	57.5%	+0.9	978	871	89.1%	.1.9	3,832	3,039	79.3%	.1.6
90.1 54,526 1,148 2.1% -0.2 1,268 13 1.0% -0.5 3,651 114 3.1% 92.1 56,114 1,178 2.1% +0.0 1,100 6 0.5% -0.5 3,926 107 2.7% 94.1 55,320 1,039 1.9% -0.2 978 9 0.9% +0.4 3,832 86 2.2% 88.1 43,363 65 0.1% -1,069 0 0.0% +0.0 3,651 2 0.1% 90.1 54,526 82 0.2% +0.0 1,268 0 0.0% +0.0 3,651 2 0.1% 92.1 56,114 67 0.1% +0.0 0.0% +0.0 3,926 1 0.0% + 94.1 55,320 61 0.1% +0.0 0.0% +0.0 3,926 1 0.0% +	Asian/Pacific Islander	1.88	43,363	986	2.3%		1,069	16	1.5%		2,706	102	3.8%	
92 1 56,114 1,178 2.1% +0.0 1,100 6 0.5% -0.5 3,926 107 2.7% 94-1 55,320 1,039 1.9% -0.2 978 9 0.9% +0.4 3,832 86 2.2% 88-1 43,363 65 0.1% -0.0 1,069 0 0.0% +0.0 3,651 2 0.1% 90-1 54,526 82 0.2% +0.0 1,268 0 0.0% +0.0 3,651 2 0.1% 92 1 56,114 67 0.1% +0.0 1,100 0 0.0% +0.0 3,926 1 0.0% 94 1 55,320 61 0.1% +0.0 978 0 0.0% +0.0 3,832 0 0.0%		90.1	54,526	1,148	2.1%	.0.2	1,268	13	1.0%	·0.5	3,651	114	3.1%	9.0.
94-1 55,320 1,039 1.9% 0.2 978 9 0.9% +0.4 3,832 86 2.2% 88-1 43,363 65 0.1% +0.0 1,069 0 0.0% +0.0 3,651 2 0.1% 90-1 54,526 82 0.2% +0.0 1,106 0 0.0% +0.0 3,651 2 0.1% 92 1 56,114 67 0.1% +0.0 1,100 0 0.0% +0.0 3,926 1 0.0% 94 1 55,320 61 0.1% +0.0 978 0 0.0% +0.0 3,832 0 0.0%		92 1	56,114	1,178	2.1%	+0.0	1,100	9	0.5%	·0.5	3,926	107	2.7%	0.4
88-1 43,363 65 0.1% 1,069 0 0.0% 2,706 3 1,1% 90-1 54,526 82 0.2% +0.0 1,268 0 0.0% +0.0 3,651 2 0.1% 92 1 56,114 67 0.1% +0.0 1,100 0 0.0% +0.0 3,926 1 0.0% 94 1 55,320 61 0.1% +0.0 978 0 0.0% +0.0 3,832 0 0.0%		94.1	55,320	1,039	1.9%	.0.2	978	6	0.9%	+0.4	3,832	98	2.2%	.O.5
54,526 82 0.2% +0.0 1,268 0 0.0% +0.0 3,651 2 0.1% 56,114 67 0.1% +0.0 1,100 0 0.0% +0.0 3,926 1 0.0% 55,320 61 0.1% +0.0 978 0 0.0% +0.0 3,832 0 0.0%	American Indian/Alaskan	88·1	43,363	65	0.1%		1,069	0	%0.0		2,706	3	×.	
1 56,114 67 0.1% +0.0 1,100 0 0.0% +0.0 3,926 1 0.0% 1 55,320 61 0.1% +0.0 978 0 0.0% +0.0 3,832 0 0.0%		90.1	54,526	82	0.2%	+0.0	1,268	0	0.0%	+ 0.0	3,651	2	0.1%	0.1
1 55,320 61 0.1% +0.0 978 0 0.0% +0.0 3,832 0 0.0%		92 1	56,114	29	0.1%	+0.0	1,100	0	% 0.0	+ 0.0	3,926	-	% 0:0	+ 0.0
		94 1	55,320	61	0.1%	+0.0	978	0	%0.0	+0.0	3,832	0	%0.0	+ 0.0

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Table 2b
English As A Second Language (ESL) and English for Non-Native Speakers (ENS)
Enrollment by Campus, by Ethnic, and by Term

North Campus

Closing Fall Terms 1988, 1990, 1992 and 1994

					-	Morrn Campus							
			Total Enrollment	oilment			Ethnic Enrollment in ESL	ment in ESL			Ethnic Enrol	Ethnic Enrollment in ENS	
		3	(8)	(2)	(<u>(i)</u>	9	9	Œ	2	3	<u>(X</u>	(3)
		•		Parcent				Parcent				Percent	
		Total	Total	j _o	Percentage	Total	Ethnic	þ	Percentage	Total	Ethnic	of	Percentage
	Fall	Students	Ethnic	Total	Point	Enrollment	Enrollment	EST	Point	Enrollment	Enrollment	ENS	Point
Ethnicity	Terms	Enrollment	Enrollment	Enrollment	Change	in ESL	in ESL	Enrollment	Change	ENS	in ENS	Enrollment	Change
White Non-Hispanic	1-88	13,015	3,037	23.3%		238	5	4.2%		594	32	5.4%	
	90.1	16,033	3,076	19.2%	4.	266	9	2.3%	1.9	880	41	4.7%	.0.7
	92.1	17,249	2,603	15.1%	4.1	334	7	2.1%	-0.2	1,119	28	2.5%	-2.2
	94.1	16,245	2,225	13.7%	4.1.	252	4	1.6%	-0.5	1,156	31	2.7%	+0.2
Black Non-Hispanic	88.1	13,015	3,973	30.5%		238	22	9.2%		594	82	14.3%	
-25	90.1	16,033	5,529	34.5%	+4.0	592	20	7.5%	.1.7	880	142	16.1%	+1.8
	92.1	17,249	6,751	39.1%	+4.7	334	28	8.4%	+0.9	1,119	324	29.0%	+12.8
	94.1	16,245	6,505	40.0%	+0.9	252	38	15.1%	+6.7	1,156	334	28.9%	0.1
Hispanic	88.1	13,015	5,677	43.6%		238	198	83.2%		294	438	73.7%	
•	90 1	16,033	7,030	43.8%	+0.2	266	233	89.78	+4.4	880	640	72.7%	.1.0
	92.1	17,249	7,513	43.6%	.0.3	334	297	88.9%	+1.3	1,119	724	64.7%	9.0
	94.1	16,245	7,232	44.5%	+1.0	252	205	81.3%	.7.6	1,156	750	64.9%	+0.2
Asian/Pacific Islander	88.1	13,015	318	2.4%		238	8	3.4%		594	38	6.4%	
	90.1	16,033	388	2.4%	+ 0.0	566	7	2.6%	-0.7	880	26	6.4%	+0.0
	92 1	17,249	370	2.1%	.0.3	334	2	0.6%	.2.0	1,119	43	3.8%	2.5
	94.1	16,245	717	1.7%	·0.4	252	5	2.0%	+1.4	1,156	41	3.5%	.0.3
American Indian/Alaskan	88 1	13,015	10	0.1%		238	0	0.0%		594	-	0.2%	
	90.1	16,033	10	0.1%	+0.0	566	0	0.0%	+ 0.0	880	-	0.1%	0.1
	92.1	17,249	12	0.1%	+0.0	334	0	0.0%	+0.0	1,119	0	0.0%	0.1
	94 1	16,245	9	% 0.0	+0.0	252	0	0.0%	+0.0	1,156	0	0.0%	+0.0
													4.4

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Table 3b

English As A Second Language (ESL) and English for Non-Native Speakers (ENS)

Enrollment by Campus, by Ethnic, and by Term Closing Fall Terms 1988, 1990, 1992 and 1994

Kendall Campus

						and manner							
			Total Enrollment	oliment			Ethnic Enrollment in ESL	ment in ESL			Ethnic Enrol	Ethnic Enrollment in ENS	
		Æ	æ	<u></u>	(<u>0</u>)	(E)	Œ	9	€	8	3	æ	3
				Percent				Percent				Percent	
		Total	Total	ţ	Percentage	Total	Ethnic)O	Percentage	Total	Ethnic	oţ	Percentage
	Fall	Students	Ethnic	Total	Point	Enrollment	Enrollment	ESI	Point	Enrollment	Enrollment	ENS	Point
Ethnicity	Terms	Enrollment	Enrollment	Enrollment	Change	in ESL	in ESL	Enrollment	Change	ENS	in ENS	Enrollment	Change
White Non-Hispanic	88.1	18,678	6,478	34.7%		214	=	5.1%		874	75	8.6%	
	90.1	21,953	6,496	29.6%	5.1	238	7	2.9%	.2.2	1,008	27	5.7%	.2.9
	92.1	20,841	4,969	23.8%	5.7	169	0	0.0%	.2.9	988	22	2.5%	-3.2
	94.1	20,857	4,584	22.0%	.1.9	220	4	1.8%	+1.8	943	37	3.9%	+1.4
Black Non-Hispanic	88.1	18,678	1,142	6.1%		214	0	%0.0		874	G)	1.0%	
. 26.	90.1	21,953	1,593	7.3%	+1.1	238	2	0.8%	+0.8	1,008	15	1.5%	+ 0.5
	92.1	20,841	1,672	8.0%	+0.8	169	-	% 9.0	-0.2	988	80	0.9%	9.0.
	94.1	20,857	1,706	8.2%	+0.2	220	3	1.4%	+0.8	943	18	1.9%	+1.0
Hispanic	88.1	18,678	10,517	56.3%		214	195	91.1%		874	733	83.9%	
	90.1	21,953	13,289	60.5%	+4.2	238	224	94.1%	+3.0	1,008	883	87.6%	+3.7
	92.1	20,841	13,642	65.5%	+4.9	169	165	97.6%	+3.5	988	802	%6:06	+3.3
	94.1	20,857	14,031	67.3%	+1.8	220	211	95.9%	.1.7	943	854	90.6%	0.3
Asian/Pacific Islander	1.88	18,678	501	2.7%		214	ස	3.7%		874	55	6.3%	
	90.1	21,953	535	2.4%	.0.2	238	വ	2.1%	1.6	1,008	53	5.3%	1.0
	92.1	20,841	529	2.5%	+0.1	169	က	1.8%	.0.3	988	20	5.6%	+0.4
	94 1	20,857	505	2.4%	·0.1	220	2	0.9%	6.0.	943	34	3.6%	2.0
American Indian/Alaskan	88.1	18,678	40	0.2%		214	0	0.0%		874	2	0.2%	
	90.1	21,953	40	0.2%	+ 0.0	238	0	% 0:0	+ 0.0	1,008	0	0.0%	0.2
	92 1	20,841	29	0.1%	+ 0.0	169	0	% 0:0	+ 0.0	988	-	0.1%	+0.1
	94 1	20,857	31	0.1%	+ 0.0	220	0	%0.0	+ 0.0	943	0	% 0.0	0.1

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Table 4b
English As A Second Language (ESL) and English for Non-Native Speakers (ENS)
Enrollment by Campus, by Ethnic, and by Term

Wolfson Campus

Closing Fall Terms 1988, 1990, 1992 and 1994

			Total En	Total Enrollment			Ethnic Enrollment in ESL	ment in ESL			Ethnic Enrol	Ethnic Enrollment in ENS	
		10)	á	()	٤	(E)	<u>(a)</u>	9	3	E C	•	(3)	
		Š	<u> </u>	Percent	ì	į	3	Percent	į	3)	Percent	Ē
		Total	Total	1	Percentage	Total	Ethnic	jo	Percentage	Total	Ethnic	jo	Percentage
	Fall	Students	Ethnic	Total	Point	Enrollment	Enrollment	젌	Point	Enrollment	Enrollment	ENS	Point
Ethnicity	Terms	Enrollment	Enrollment	Enrollment	Change	in ESL	in ESL	Enrollment	Change	ENS	in ENS	Enrollment	Change
White Non-Hispanic	88.1	8,736	1,537	17.6%		617	29	4.7%		1,238	20	4.0%	
	90.1	11,542	1,944	16.8%	0.8	764	31	4.1%	9.0	1,763	108	6.1%	+2.1
	92.1	12,899	1,978	15.3%	÷.5	297	39	6.5%	+2.5	1,803	97	5.4%	.0.7
	94.1	12,342	1,805	14.6%	.0.7	206	21	4.2%	-2.4	1,594	98	5.4%	+ 0.0
Black Non-Hispanic	88.1	8,736	1,138	13.0%		617	17	2.8%		1,238	49	4.0%	
37 .	90.1	11,542	1,477	12.8%	-0.2	764	27	3.5%	+0.8	1,763	88	5.0%	+1.0
	92.1	12,899	1,909	14.8%	+2.0	287	18	3.0%	-0.5	1,803	108	80.9	+ 1.0
	\$	12.342	2,013	16.3%	+1.5	206	28	5.5%	+2.5	1,594	116	7.3%	+1.3
Hispanic	88-1	8,736	5,950	68.1%		617	571	92.5%		1,238	1,130	91.3%	
	90.1	11,542	7,991	69.2%	+1.1	764	705	92.3%	-0.3	1,763	1,561	88.5%	-2.7
	92.1	12,899	8,834	68.5%	-0.7	287	539	90.3%	-2.0	1,803	1,589	88.1%	-0.4
	94.1	12,342	8,365	67.8%	.0.7	206	455	89.9%	-0.4	1,594	1,381	86.6%	1.5
Asian/Pacific Islander	1-88	8,736	101	1.2%		617	0	% 0.0		1,238	တ	0.7%	
	1.06	11,542	117	1.0%	0.1	764	-	0.1%	+0.1	1,763	ស	0.3%	0.4
	92.1	12,899	165	1.3%	+0.3	29/	-	0.2%	+0.0	1,803	6	0.5%	+0.2
	94.1	12,342	147	1.2%	.0.1	206	2	0.4%	+0.2	1,594	11	0.7%	+0.2
American Indian/Alaskan	1-88	8,736	10	0.1%		617	0	% 0:0		1,238	0	0.0%	
	90.1	11,542	13	0.1%	+0.0	764	0	0.0%	+0.0	1,763	-	0.1%	+0.1
	92.1	12,899	13	0.1%	+ 0.0	283	0	0.0%	+0.0	1,803	0	%0.0	.0·
	94 1	12,342	12	0.1%	+0.0	909	0	% 0.0	+ 0.0	1,594	0	0.0%	0°0+
													0.5

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Table 5b

English As A Second Language (ESL) and English for Non-Native Speakers (ENS)

Enrollment by Cempus, by Ethnic, and by Term Closing Fall Terms 1988, 1990, 1992 and 1994

					Medic	Medical Center Campus	sndı						
			Total Enrollment	ollment		-	Ethnic Enrol	Ethnic Enrollment in ESL			Ethnic Enrol	Ethnic Enrollment in ENS	
		8	(8)	9	<u>e</u>	(E)	E	9	€	8	3	3	=
				Percent				Percent				Percent	
		Total	Total	o,	Percentage	Total	Ethnic	oţ	Percentage	Total	Ethnic	j	Percentage
	Fall	Students	Ethnic	Total	Point	Enrollment	Enrollment	ESI	Point	Enrollment	Enrollment	ENS	Point
Ethnicity	Terms	Enrollment	Enrollment	Enrollment	Change	in ESL	in ESL	Enrollment	Change	ENS	in ENS	Enrollment	Change
White Non-Hispanic	1.88	2,934	368	33.0%		0	0	0.0%		0	0	0.0%	
	1.06	3,645	975	26.7%	-6.2	0	0	% 0:0	+0.0	0	0	% 0.0	+0.0
	92.1	4,400	1,080	24.5%	.2.2	0	0	0.0%	+0.0	118	က	2.5%	+2.5
	94.1	4,438	1,054	23.7%	9.0.	0	0	0.0%	+0.0	139	5	3.6%	+1.1
Black Non-Hispanic	1.88	2,934	832	28.4%		C	0	%0.0		0	0	0.0%	
	90.1	3,645	1,243	34.1%	+5.7	0	0	0.0%	+ 0.0	0	0	0.0%	+0.0
	92.1	4,400	1,640	37.3%	+3.2	0	0	0.0%	+ 0.0	118	53	44.9%	+ 44.9
	94.1	4,438	1,690	38.1%	+0.8	0	0	0.0%	+0.0	139	80	57.6%	+12.6
Hispanic	88.1	2,934	1,063	36.2%		0	0	0.0%		0	0	0.0%	
	90.1	3,645	1,330	36.5%	+0.3	0	0	0.0%	+0.0	0	э.	% 0:0	+ 0.0
	92.1	4,400	1,569	35.7%	9.0	0	0	0.0%	+0.0	118	22	48.3%	+ 48.3
	94.1	4,438	1,604	36.1%	+0.5	0	0	0.0%	+0.0	139	54	38.8%	9.5
Asian/Pacific Islander	1.88	2,934	99	2.2%		0	0	0.0%		0	0	% 0:0	
	90.1	3,645	84	2.3%	+0.1	0	0	% 0:0	+ 0.0	0	0	0.0%	+ 0.0
	92.1	4,400	100	2.3%	+0.0	0	0	0.0%	+ 0.0	118	co	4.2%	+4.2
	94.1	4,438	83	1.9%	·0.4	0	0	0.0%	+0.0	139	0	0.0%	4.2
American Indian/Alaskan	88.1	2,934	5	0.2%		0	0	%0.0		0	0	0.0%	
	90 1	3,645	13	0.4%	+0.2	0	0	%0.0	+0.0	0	0	0.0%	+0.0
	92.1	4,400	=	0.3%	0.1	0	0	%0.0	+0.0	118	0	% 0:0	+0.0
	94 1	4,438	7	0.2%	0.1	0	0	0.0%	+0.0	139	0	% 0:0	+0.0

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Table 6b

English As A Second Language (ESL) and English for Non-Native Speakers (ENS)

Enrollment by Campus, by Ethnic, and by Term Closing Fall Terms 1990, 1992 and 1994

Homestead Campus

					Hea	Homestead Campus	S						
			Total Farailment	oliment			Ethnic Enrollment in ESI	Iment in ESL		_	Ethnic Enrol	Ethnic Enrollment in ENS	
					ē	9	(3)	9	3	8	3	æ	3
		3	9	3	9	į	į	Parcent	į	į		Percent	
						1.60	Cthais	.	Porcentage	Total	Fthnic	of	Percentage
		Total	Total	5	Percentage	E 50		5	ofinition is a			; [
	Fall	Students	Ethric	Total	Point	Enrollment	Enrollment	EST	Point	Enrollment	Enrollment	ENS	rolli Tolli
Sthnicity	Terms	Enrollment	Enrollment	Enrollment	Change	in ESL	in ESL	Enrollment	Change	ENS	in ENS	Enrollment	Change
White Non-Hienanic	1.06	1.353	803	59.3%		0	0	0.0%		0	0	% 0:0	
	02.1	7.75	361	49.8%	9.6	0	0	0.0%	+0.0	0	0	% 0.0	+0.0
	1.70	1 438	596	41.4%	.8 .3	0	0	%0.0	+0.0	0	0	0.0%	+0.0
	1 00	1 25.3	204	15.1%		0	0	0.0%		0	0	% 0:0	
Black Non-Hispanic	- ·	50°C	131	20.8%	+5.7	0	0	0.0%	+0.0	0	0	% 0.0	+ 0.0
- 29	92.1	1 438	75.6	17.8%	:3.0	0	0	0.0%	+0.0	0	0	0.0%	+0.0
	- s	25.4	316	23.4%		0	0	0.0%		0	0	0.0%	
Hispanic	 G	CCC,1	107	27.2%	ec +	0	0	0.0%	+0.0	0	0	0.0%	+0.0
	92.1	67/	13/	27 1. Z Z	+114		0	0.0%	+0.0	0	0	%0:0	+0.0
	- 	064,1	500	1 84		-	0	%0.0		0	0	0.0%	
Asian/Pacific Islander		1,333	t 7	2 o c	+0.2	0	0	% 0:0	+0.0	0	0	0.0%	+0.0
	92.1	1 438	7.	1.9	0.1	0	0	0.0%	+0.0	0	0	0.0%	+0.0
	- F	1 25.2	٤	0.4%		0	0	0.0%		0	0	0.0%	
American Indian/Alaskan		500',		38	.0.2	0	0	0.0%	+0.0	0	0	0.0%	+0.0
	94.1	1.438		0.3%	+0.1	0	0	0.0%	+0.0	0	0	%0.0	+0.0



Miami-Dade Community College

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